Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Pasadena Independent School District	101-917	042, 045, 046, 047	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6001850	IV	22 & 29	072192925

Mailing address	City	State	ZIP Code
1515 Cherrybrook Lane	Pasadena	TX	77502-4048

Primary Contact

First name	M.I.	Last name	Title
Olivia		Smith-Daugherty	Grant Writer

Telephone #	Email address	FAX #
713-740-0865	OSmith-Daugherty@pasadenaisd.org	713-740-4034

Secondary Contact

First name	M.I.	Last name	Title
Vickie		Vallet	Director of Instructional Tech.
Richard		Yoes	Director of Curr. and Instruction

Telephone #	Email address	FAX #
713-740-5303	VMcCarthy@pasadenaisd.org	713-740-4026
713-740-0054	RYoes@pasadenaisd.org	713-740-0969

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kirk		Lewis	Superintendent of Schools

Telephone #	Email address	FAX #
713-740-0244	KLewis@pasadenaisd.org	713-740-4040

Signature (blue ink preferred)   Date signed

5/7/14

Only the legally responsible party may sign this application.

701-14-107-045

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 101-917		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In 2011, Pasadena ISD, a large urban school district, launched a 1:1 technology lending pilot program at San Jacinto Intermediate School. At the time, the district's demographics were 82% Hispanic, 8.2% White, 6.1% African American, and 3.7% Other; over 81% of the 52,211 total student population were economically disadvantaged and the majority of students were unable to afford mobile devices or wireless Internet to access the web. This pilot program was the first step towards a solution that would give students a flexible learning environment and prepare them for the 21st century workplace.

With the pilot, many lessons were learned. One of the greatest lessons learned was concerning student success. In order for students to succeed academically, they must be able to practice the skills and knowledge learned during the regular school day at home. Numerous resources are available electronically, yet students who do not have access to the Internet to use these electronic resources are not able to apply this knowledge and refine their skills.

While Internet service was provided to the participating students during the first year of the pilot, it was evident by the end of the year that sustaining the cost of the monthly Internet fees was impossible. Further, costs would continue to increase as more schools were added to receive dedicated devices for their students. The district worked with several providers to try to find a solution but was unable to arrive at one that was suitable and cost-effective.
Thus, the district decided to only provide the device to the students for Year Two of the pilot, without Internet access. San Jacinto quickly felt the effects of this change and realized providing Internet access was a crucial part of the 1:1 technology lending program. However, the funding to provide Internet access was still limited and not substantial enough to resolve the problem. In 2013, three additional intermediate campuses were added to the 1:1 technology lending pilot program. These campuses also only issued dedicated devices to the students with no at-home Internet service included.

The Technology Lending Program grant will allow Pasadena ISD to provide Internet access at home for students who are not able to afford monthly Internet fees. Four of the intermediates and one alternative school program serving students in need of a more individualized learning environment will receive wireless Internet access through this grant: Jackson Intermediate, San Jacinto Intermediate, South Houston Intermediate, Southmore Intermediate, and Tegeler Career Center.

With wireless Internet access distributed to students for use at home, students will have:
- Increased access to the Internet 24/7,
- Equal learning opportunities with their peers, regardless of socio-economic status,
- Access to online remediation and prep courses, and
- Opportunities to learn through blended learning.

Teachers will also benefit from students having access to the Internet at home. Teachers will have:
- An innovative method to present material,
- Diversity in the types of assignments they can assign that meet the different learning styles of their students, and
- Access for professional growth through collaborating with others and attending trainings on providing instruction with electronic instructional materials.

The goal of the Pasadena Technology Lending Program is to increase academic achievement and student proficiency with technology as well as to give the teachers an opportunity to digitize their lessons to present daily instruction in a new, innovative way. Increasing the number of students who have dedicated technology at school and at home, including Internet access, will allow us to address the needs of the 21st century learner, transforming Pasadena ISD students into efficient and effective workers by the time they graduate high school and are ready to enter the workforce and/or pursue post-secondary studies.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-917				Amendment # (for amendments only):		

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$97,958	$0	$97,958	
Schedule #9	Supplies and Materials (6300)	6300	$0	$0	$0	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
	Total direct costs:		$97,958	$0	$0	
	2.042% indirect costs (see note):		N/A	$2,042	$2,042	
	Grand total of budgeted costs (add all entries in each column):		**$97,958**	**$2,042**	**$100,000**	

Administrative Cost Calculation		
Enter the total grant amount requested:		$100,000
Percentage limit on administrative costs established for the program (15%):		× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:		$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: **Wireless Internet Provider**		☐ Yes, this is a subgrant
	Describe topic/purpose/service: To allow students to access the Internet from home to complete class assignments.		
1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$97,958
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$97,958

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

Row 2

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

Row 3

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

Row 4

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

Row 5

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

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	Schedule #8—Professional and Contracted Services (6200)			
	County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$97,958	
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$0	
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$0	
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$97,958	
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$0	
	(Sum of lines a, b, c, and d) Grand total	$97,958	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-917	Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted
	☐ Print shop fees		☐ Technology-related supplies		
	☐ Postage		☐ Other:		$
	☐ Copy paper		☐ Other:		

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1				$	
	2				$	
	3				$	$
	4				$	
	5				$	

6399	Technology software—Not capitalized	$
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$
	Grand total:	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):	

	Expense Item Description		**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:		$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:		$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:		$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:		$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:		$
6429	Actual losses that could have been covered by permissible insurance		$
6490	Indemnification compensation for loss or damage		$
6490	Advisory council/committee travel or other expenses		$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:		$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:		$
	Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:		$
	Grand total:		**$0**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101-917			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			3,162	

Category	Number	Percentage	Category	Percentage
African American	148	7%	Attendance rate	95.3%
Hispanic	2,486	78.6%	Annual dropout rate (Gr 9-12)	N/A
White	104	3.3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	11	0.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	2,822	89.2%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	616	19.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements*	114	2.2%	Average ACT score (number value, not a percentage)	N/A

Comments

*2012-13 placements for Disciplinary Alternative Education Program (DAEP) and Juvenile Justice Alternative Education Program (JJAEP) discretionary assignments as indicated in PEIMS.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	1,548	1,614	0	0	0	0	3,162
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	1,548	1,614	0	0	0	0	3,162

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When selecting the schools to participate in the Technology Lending Program, Pasadena ISD reviewed campus demographics including free and reduced lunch eligibility, student surveys, the Teacher School Technology and Readiness (STaR) charts for each school, and principal support. The Technology Lending Program grant will target four high-need intermediates and one alternative school program serving students in grades 7 and 8: Jackson, San Jacinto, South Houston, Southmore, and Tegeler Career Center.

In addition to a high number of students that are economically disadvantaged and "at risk", the campuses have not mastered the 'Target Tech' level in all four strands of the Texas STaR Chart, a measure of how well technology is integrated into instruction by a teacher. The following chart shows the Texas STaR Chart Results completed in February, 2014:

Texas Campus STaR Chart Proficiency Summary (Completed February, 2014)				
	Teaching and Learning	**Educator Preparation and Development**	**Leadership, Administration and Instructional Support**	**Infrastructure for Technology**
Pasadena ISD	Advanced Tech	Advanced Tech	Advanced Tech	Advanced Tech
Jackson Intermediate	Developing Tech	Developing Tech	Advanced Tech	Advanced Tech
San Jacinto Intermediate	Advanced Tech	Target Tech	Target Tech	Target Tech
South Houston Intermediate	Developing Tech	Advanced Tech	Advanced Tech	Advanced Tech
Southmore Intermediate	Developing Tech	Developing Tech	Advanced Tech	Advanced Tech
Tegeler Career Center	Advanced Tech	Advanced Tech	Advanced Tech	Advanced Tech

As shown in the chart above, it is evident the targeted four intermediates and one alternative school program are progressing toward technology proficiency successfully. However, the schools are still in need of additional resources, professional development, and support in order to reach the Target Tech level for all four strands.

For students in a 1:1 technology lending program, Internet access is an essential tool for digitizing assignments and moving towards Target Tech for their classroom and campus. Each campus surveyed their students to determine who had wireless Internet at home not provided through a cell phone. The results are shown in the chart below.

	Percentage of students with no access to the Internet at home
Jackson Intermediate	20.3%
San Jacinto Intermediate	27.5% (estimated)
South Houston Intermediate	25.5%
Southmore Intermediate	35%
Tegeler Career Center	35%

Students without Internet access often struggle academically and need the extra practice and support that access to electronic instructional materials can provide. As the district moves to personalized learning environments, Internet access at home is vital to learning digitally.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students lack "anytime, anywhere" access to the Internet.	Through the Technology Lending Program (TLP), Pasadena ISD will partner with an Internet provider to allow approximately 3,162 students at four intermediates and one alternative school program (Jackson, Southmore San Jacinto, South Houston, and Tegeler Career Center) to have Internet access at home. Students will use this 24/7 access to complete homework assignments in the four core content areas.
2.	Teachers do not assign electronic instructional material in core classes as homework.	For many teachers, using technology in the classroom will require a shift in their teaching method. Expanding the use of technology and electronic instructional material to the area of homework, will require more innovative thinking. Knowing their students are able to access digital material at home with Internet access provided through the TLP grant, teachers will increase the frequency of digital homework assignments.
3.	Teachers lack instructional skills to use technology effectively to deliver instruction.	Teachers working at the participating schools have attended training for a year on using technology in their instruction. The TLP grant will allow teachers to apply their knowledge from trainings and workshops to an electronic environment where they use and create electronic instructional material.
4.	Parents are unable to afford Internet service at home to assure their child's learning continues through the use of electronic instructional materials.	By providing Internet access at home through the TLP grant, students will have access to the Internet to complete digital assignments.
5.	Students struggle in the traditional classroom setting.	Technology gives students learning options that can be more responsive to their learning style and help students retain more of the presented information.

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Schedule #14—Management Plan	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Vickie Vallet, Director of Instructional Technology	Vickie has a Bachelor's degree in Elementary Education, a Master's Secondary Education, and over 24 years' experience in public education, including 13 years as a technology administrator. She has extensive knowledge of instructional technologies and the technology planning process, experience with budget planning, and strong problem-solving skills, with a supportive approach to working with teachers and administrators. In addition, she has the ability to facilitate the collection of data with curriculum planning and curriculum writing, a strong staff development background, and success in the facilitation of adult learning. This position is funded by the district.
2.	Richard Yoes, Director of Curriculum and Instruction	Richard holds a Master's Degree in Educational Management with four years of teaching experience and nearly five years' experience as a curriculum specialist. He is service-oriented with a supportive approach in working with teachers and administrators. He has experience with budget planning, strong problem solving skills, the ability to facilitate the collection of data with curriculum planning and curriculum writing, a strong staff development background and success in the facilitation of adult learning. Additionally, he has the ability to present new ideas, research, and work collaboratively. This position is funded by the district.
3.	Campus Liaisons	Campus Liaisons are certified teachers with the ability to troubleshoot issues with the Internet provider and oversee the process for distributing the Internet access equipment. These positions are funded by the district.
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	100% of participating students will have access to the Internet at home by October, 2014.	1.	District contracts with Internet provider.	10/1/2014	10/31/2014
		2.	Process for distributing wireless Internet access finalized.	10/1/2014	10/31/2014
		3.	Students and parents sign Internet Usage agreements.	10/1/2014	10/31/2014
		4.	Wireless access equipment is issued to students.	10/1/2014	10/31/2014
		5.	Students are able to connect to the Internet at home.	10/1/2014	10/31/2014
2.	By the end of August, 2016, 80% of the participating teachers will use electronic instructional material weekly.	1.	Teachers attend refresher training on creating and using digital content.	8/1/2014	08/31/2016
		2.	Teachers deliver instruction through technology.	8/1/2014	08/31/2016
		3.	Grades for assignments including digital content are entered in the teacher's gradebook.	10/1/2014	08/31/2016
		4.	Lessons plans are evaluated by administrators.	10/1/2014	08/31/2016
		5.	Campus Liaisons meet to assess implementation of curriculum, twice per year.	10/1/2014	08/31/2016
3.	80% of participating students will complete at least two digital lessons per month.	1.	Campus Liaisons provide on-going technical assistance to teachers creating electronic instructional material.	8/1/2014	08/31/2016
		2.	Teachers write digital lessons into their lesson plans.	10/1/2014	08/31/2016
		3.	Students will access digital material weekly.	10/1/2014	08/31/2016
		4.	Gradebook reflects digital lessons are assigned.	10/1/2014	08/31/2016
		5.	Students show mastery on electronic instructional material.	10/1/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     Attainment of Goals and Objectives: PISD has a formalized process for attaining goals and objectives. Upon receiving a grant award, the district holds a meeting with all stakeholders involved with grant implementation within two weeks. During this meeting, the process for grant accounting and grant implementation responsibility are discussed and the District Grant Compliance Coordinator reminds the grant team of the grant goals and objectives. The Grant Compliance Coordinator is a district-funded position that works with the grant managers to assure the grant is implemented with fidelity, stays within budget, and steadily progresses towards the grant goals and objectives.

     Feedback and Continuous Improvement: The Director of Instructional Technology and the Director of Curriculum and Instruction will serve as Co-Grant Managers and have oversight of the grant. After the initial grant meeting with the district office, the Co-Grant Managers will work with the Campus Liaisons to ensure the process of distributing the Internet access equipment is smooth, working with the teachers to integrate the electronic instructional material into their lessons, and trouble-shooting any issues with implementing the program. If the Campus Liaisons find issues during the implementation of the grant, they will immediately notify the Co-Grant Managers and the Technology Lending Program Team. The team consists of the Director of Curriculum and Instruction, Director of Instructional Technology, Chief Technology Officer, Campus Liaisons, District Grant Compliance Coordinator, teachers, and campus administrators. The team will meet every two months to discuss the progress of the grant program and address issues. If issues arise between scheduled team meetings, the Co- Grant Managers will schedule additional meetings to be responsive to any programmatic problems.

     When changes are made to the program or to the processes used to implement the program, all stakeholders will be informed of the new guidelines/procedures. The Co- Grant Managers will send program updates via email and will share the updates at the bi-monthly Technology Lending Program Team meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     In Spring, 2010, the Pasadena ISD developed the district-wide Strategic Plan. From this plan, a committee of 68 stakeholders (teacher, parents, and administrators) developed the 2011-14 Technology Strategic Plan. With the approval of this plan, the district has steadily moved through each objective to accomplish the goals set forth in the plan- successful education and preparation of every student in Pasadena ISD for the 21st Century workforce. Included in the plan was a 1:1 technology lending pilot program with one of the ten Pasadena ISD intermediate campuses. In 2011, a School Bond Referendum was overwhelmingly approved by the Pasadena ISD community to fund this project. San Jacinto Intermediate successfully launched their initiative in 2011. Pasadena ISD has since added three more campuses, with the goal of adding the remaining six campuses during the 2014-15 school year. However, access to the Internet was not provided due to the high annual cost.

     Targeting the intermediate schools with the highest need, the Technology Lending Program grant will further the effectiveness of this program by providing the students at campuses with the highest percentages of free- and reduced lunch eligibility access to the Internet at home. The district is committed to finding a provider with a low cost for internet over the next two years while the district finalizes plans with the City of Pasadena to provide hotspots for Internet capabilities at locations around town such as the community centers and other public places. The long range plan is to provide devices for students in grades 5-12, making every campus in Pasadena ISD a technology lending campus.

     Community support remains strong as the Technology department continues to work with district personnel and community members to create the learning environment necessary for the 21st Century learner. Additionally, the superintendent, board of trustees, district administration, principals, teachers, and parents remain overwhelmingly supportive of finishing the plan as written. The district is committed to providing campus personnel to further support personalized learning for the students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Pre-and Post-surveys of teachers and students	1.	Pre and Post-Surveys are created.
		2.	All participants receive pre-survey two weeks after grant award.
		3.	Post-surveys are administered to participants no later than two –weeks prior to the end of the year, annually.
2.	Focus Groups	1.	Focus groups occur annually during the Spring semester.
		2.	Students provide feedback on accessing electronic instructional material.
		3.	Teachers provide feedback on instructional material available in the district.
3.	Meeting sign-in sheets	1.	Sign-in sheets are collected at each meeting of the Campus Liaisons.
		2.	Sign-in sheets are collected at each campus core team meeting.
		3.	The sign-in sheets are turned into the Co-Grant Managers each semester.
4.	Monitor student use of Internet at home	1.	Students are logging onto the Internet at least once a week per Internet activity logs.
		2.	Usage reports are filed with Campus Liaisons.
		3.	Core Content Teacher gradebook reflects students are completing digital assignments.
5.	Observational Walkthroughs	1.	Teacher lesson plans include electronic instructional materials.
		2.	The core content teacher's gradebook reflects students are completing digital assignments.
		3.	Observational walkthroughs from administrators occur once per semester.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Liaisons at each participating campus will work with the Director of Curriculum and Instruction and the Director of Instructional Technology (Co-Grant Managers) to use the district's data systems (Mizuni, AWARE, Gradespeed, etc.) to run reports that collect the data essential for progress towards the program goals. Data collected each semester are (1) Number of participants, (2) Grades per core content, (3) Attendance, (4) At-home usage, and (5) Lesson plans.

Pasadena ISD will collect pre- and post-surveys from teachers and students to indicate changes in attitude and knowledge base, annually.

Campus administrators will perform walkthroughs to evaluate the progress of the project implementation. During the walkthroughs, administrators will view lesson plans for intentional planning that includes the use of technology and electronic instructional materials. As issues are identified, the Technology Lending Program (TLP) Team (Director of Curriculum and Instruction, Director of Instructional Technology, Chief Technology Officer, Campus Liaisons, District Grant Compliance Coordinator, teachers, and campus administrators) will meet every two months, or as needed, and modify the program to provide any additional resources necessary to address the issue. Teachers will discuss program implementation at the campus team meetings Problems identified by the campus teams will be presented to the TLP Team.

Student achievement data is a good indicator of problems and successes. The district leadership team (Principals, Deputy Superintendent, Associate Superintendents of Campus Development, Chief Technology Officer, Director of Instructional Technology, Instructional Technology trainers, and Campus Liaisons) will review the student data to determine what changes may be necessary. Additionally, district administration and the campus principals will annually review the technology lending program handbook and guidelines to reflect on lessons learned and to make any necessary updates. The TLP Team will problem-solve the issues and carefully implement changes to lead Pasadena ISD in the direction of achieving the project goals and objectives.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD implemented a 1:1 technology lending program at San Jacinto Intermediate School in 2011. This was a new, innovative idea for the district. While questions were raised on how the pilot would work when it was actually implemented and its effects on the state test scores, it was a step the district was committed to make in order to prepare Pasadena students for 21st century learning and the needs of the workforce. Students received devices and wireless Internet access equipment to use during the school day and at home. At the end of Year 1, Pasadena ISD had a better understanding of the issues and challenges of implementing this type of program in a large district. The lessons learned during this pilot were reviewed and process changes were implemented for the expansion of the program to three additional campuses this year.

Lessons from the Year 1 implementation of the program included:

- Teachers must have examples of quality electronic lessons for each Student Expectation or they will gather resources from the Internet that may or may not be appropriate;
- Digitizing the curriculum means creating materials intended for student, not teacher, use;
- Teacher training before and during was very beneficial– Trainings were started the year before and continued throughout the year twice per month during the teacher's conference periods;
- Support of principal and district personnel is essential;
- A Technician on campus was very beneficial;
- Students were more engaged;
- Students were more helpful toward each other;
- Teachers should always have a "Plan B" in case something does not work;
- Don't assume that students know keyboarding, any productivity software (i.e. Microsoft Office programs), or how to search the Internet;
- Teach and Re-teach "do's and don'ts" of the Internet to students;
- Have plans in place for behavior issues;
- Have a plan for breakage and loss of the device;
- Having the parents/students pay for part of the insurance coverage did help with care of the devices. However, this cost does have a limit based on the value of what the students receive. For example, in Year 1, the fee was $75 for the computer and wireless access at home. This worked well for the students and the parents. In Year 2, $75 for just the computer was too high and the parents were not happy. In Year 3, $25 for just the computer was reasonable for the parents and students.

Using these lessons, the district was able to modify its plans for delivering content through technology and design effective strategies in the core content curriculum in Year 2. While the district implemented improvements in Year 2, the students started the year without Internet access at home. The district is planning to build a wireless network; however, the project will take at least three years to complete. As a measure to close the gap between students who have Internet at home and those who do not, the Technology Lending Program will provide Internet access to students from the four intermediates and one alternative school program whose families cannot afford to pay for such access at home.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2011, Pasadena ISD residents approved a bond where one of the areas of district focus was creating 21st century classrooms. Written in the bond, were devices for the 1:1 technology lending program. Additional infrastructure was purchased in preparation for a full expansion of the 1:1 lending program to the district's ten intermediate schools and one intermediate alternative campus. The infrastructure expansion was necessary to support the increased number of students anticipated to log on to the district's network.

Through the bond purchases, students at four intermediates and one alternative school program will receive dedicated devices for use at home and school. However, 24/7 Internet access is necessary for students to truly benefit from the 1:1 program. The district is presently planning and designing a wireless Internet network to complement the wireless network established on each campus. To sustain the use of wireless at home for 100% of the students in Pasadena ISD by 2017, the district has secured funding from local and bond dollars and is exploring E-rate dollars in order to build a wireless network managed by Pasadena ISD.

Possessing a device is one part of the 1:1 technology lending program. Using the technology to learn and explore academic websites and use electronic instructional material is another part of the program. Students are expected to use the technology with 24/7 Internet access to complete digital lessons. Writing technology into the core curriculum encourages teachers to integrate technology regularly and to assign electronic instructional material to students for further practice and application of acquired skills. Electronic instructional resources and training were created to support the 1:1 technology lending program. Electronic resources include:

- Web-based collaboration and productivity tools,
- Learning Management System,
- Online authentic, real-time assessment tools,
- Project-based learning,
- Digital textbooks, and
- Engaging teaching videos.

The district provided the funding for the integration of technology into the curriculum and the creation and identification of digital resources. Together, with the dedicated devices, wireless Internet access at home is the final piece necessary for delivering 21st Century learning to the students of Pasadena ISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current 1:1 technology lending program is part of a long range plan for technology in the district. In 2010, Pasadena ISD developed the 2011-2014 Systems Technology Plan (STP), which includes a 1:1 technology lending program and aligns with the district's mission. The STP incorporates the goals and strategies of the **National Education Technology Plan** and the strategies of the **Texas Long-Range Plan for Technology, 2006-2020**, created to help districts use technology effectively and properly prepare students for the 21st Century workforce. The framework for the STP was created during the **District Strategic Planning** (DSP) process. Thus, the 1:1 technology lending program will be evaluated based on the strategies in the DSP, such as:

- Strategy G2. We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.
- Strategy G7. We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

The Technology Lending Program grant will support the following areas of the Pasadena ISD **2011-2014 Technology Plan**:

- **Goal 1:** We will embed appropriate technologies throughout the district to support both instructional and administrative needs.
  Objective 1.1 Provide virtual alternatives for core, elective, and enrichment courses at all levels in order to provide access to a flexible learning environment.
  Objective 1.2 The district will provide an online environment for parents and students accessible from anywhere and anytime that supports lifelong and life-wide learning.
  Objective 1.3 Ensure that every student and educator has at least one Internet access device and software and resources for research, communication, multimedia content creation, and collaboration with adequate broadband access to the Internet and adequate wireless connectivity both inside and outside school.

- **Goal 4:** Provide the leadership, training, programs and support to ensure that technology is utilized to the fullest to meet the education goals of the district.
  Objective 4.1 All students will be technology literate by the 8th grade and capable of participating in the digital community.

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual. Aligned with the 2011-2014 Technology Plan, the Technology Lending Program grant will support the district mission by providing rigorous curriculum resources and real-world experiences 24/7 through "anywhere, anytime" access to the Internet.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD has a long term goal of completing the 1:1 technology lending program at the district's ten intermediate campuses. When reviewing the data of the campuses serving intermediate students, the following five schools showed significant need:

- **Jackson Intermediate** has an enrollment of 768, where 95.8% are Hispanic, 2.6% Caucasian, 1.2% African-American, and 0.4% Other. Of the students attending the school, 22.1% are Limited English Proficient (LEP), 62.5% are 'at-risk' of dropping out of school and 91.2% are on the free and reduced lunch program.

- For **San Jacinto Intermediate**, with an enrollment of 599, it is 88.3% are Hispanic, 6.5% Caucasian, 5.0% African-American, and 0.2% Other. 16.9% are LEP, 60.1% are 'at-risk' of dropping out of school and 88.9% are on the free and reduced lunch program.

- The enrollment at **South Houston Intermediate** is 835 and it is 88.3% are Hispanic, 9.5% African-American, 1.2% Caucasian, and 1% Other. More alarming, 15% of the students are LEP, 54.7% are 'at-risk' of dropping out of school and 88.0% are on the free and reduced lunch program.

- **Southmore Intermediate** has 824 students and 91.9% are Hispanic, 4.2% Caucasian, 3.5% African-American, and 0.4% Other. Of the student enrollment, 21.7% are LEP, 57.4% are 'at-risk' of dropping out of school and 89.4% are on the free and reduced lunch program.

- **Tegeler Career Center**, an alternative school providing students struggling academically with one-on-one attention through smaller classes, has 136 7th and 8th graders 89.7% are Hispanic, 5.9% Caucasian, 3.6% African-American, and 0.8% Other. 30% are LEP, 95.5% are 'at-risk' of dropping out of school and 85.6% are on the free and reduced lunch program.

Students with limited resources consider Internet at home a luxury. Thus, the students at the targeted four intermediates and one alternative school program are less likely than students attending the remaining six intermediates to have the means to afford internet at home. To truly digitize learning and ensure students attending the five Technology Lending Program schools are academically successful, all students need an equal opportunity to access the Internet to complete their assignments.

Further, the principals at the participating campuses are very committed to digital learning for their students. They are dedicated to the idea of using devices at home and at school. Each principal has permitted teachers to attend training to fully implement the technology lending program on their campus and to learn how to create and present electronic instructional materials.

Thus, priority for the Technology Lending Program grant is given to the four intermediates and one alternative school program with the most need and the strongest principal support. Providing wireless Internet access to these schools will ensure the students with the greatest need have access to the Internet at home with their school-issued devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     Alignment with the current curriculum and instruction: The district Curriculum and Instruction department is working with the Instructional Technology department to continuously refine the curriculum The existing curriculum has been revised to include the delivery of digital instruction. All of the core content areas (Reading, Math, Science, and Social Studies) for grades 1-12 have a technology component written into every curriculum standard. Thus, the Technology Lending Program will serve as an added support to encourage 24/7 learning for students.

     The district technology department has created master courses within Project Share, a collaboration space for educators. Teachers are able to use the material and ideas in their classroom instruction. The master courses show teachers best practices in the field by content area and allow a space for collaboration. The Curriculum and Instruction department has worked with Instructional Technology department to create digitized lessons for the core subject areas in 7th and 8th grade. In developing the curriculum, the Curriculum and Instruction department aligned the lessons to the TEKS and integrated technology for the teacher to easily implement in their classroom.

     Classroom management policies: Pasadena ISD has policies in place regarding safe and responsible Internet use while on the campus and on district-purchased devices. The student handbook includes a section regarding student use of technology. Further, students participating in the one-to-one technology lending program sign a Technology Lending Agreement which includes a Responsible Use policy. If content is found on the computer that is inappropriate, the student will receive a fine. Additionally, misuse or damage of the equipment will result in the student losing the privilege to use the dedicated device at home or at school. Finally, Internet access provided through the district will have filtering software to keep the students safe at home while they are completing assignments for their core curriculum classes.

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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has created curriculum with electronic instructional resources for the 7th and 8th grades. In addition to district-created curriculum for the **four core** subject areas (English Language Arts/Reading, Mathematics, Science, and Social Studies), the district is adopting electronic textbooks for Mathematics and Science beginning with the 2014-2015 school year. Pasadena ISD is already utilizing online student books in English Language Arts.

To further support the core subject areas through the use of electronic instructional material, the campuses use the following tools:

- **Think Through Math**, an intervention system for students struggling in Math,
- **iStation**, an intervention system for students struggling to read on level,
- **Discovery Education digital textbooks**, all-digital textbooks in the areas of science, social studies, and math,
- **United Streaming**, allows students to view videos on the Discovery Education website,
- **OverDrive audiobooks**, provides access to book titles available at library branches near the participating schools,
- **Edgenuity**, a PSAT/SAT preparation resource as well as an interactive tool for core content areas, and
- **Learning.com**, online curriculum and tools.

Teachers using the electronic resources to provide digital instruction have access to:

- **Project Share**, a collection provided by the Texas Education Agency at no cost to districts as an avenue for teachers to collaborate with other professionals, share best practices, and receive quality professional development,
- **Schoololgy**, a learning management system that allows the sharing and the ability to create academic content,
- **Edmodo,** a tool where students are able to collaborate, access homework, grades, and share resources and links, and
- **Eduphoria,** a suite that covers the main instructional software needs such as content management, teacher evaluation, professional development management, help desk and online learner data testing and data management. The district has used the suite for many years and teachers are familiar with all of these applications.

Campuses have the flexibility to purchase their own software, or online resources, allowing them to focus on gaps specific to their own campus. Software and any electronic instructional material not provided by the district will need approval from the principal prior to purchase. The principal will review the software information to check for alignment to the TEKS. While campuses have this autonomy, all electronic instructional material is aligned to the TEKS for student success on the STAAR assessment.

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development for the teachers implementing the 1:1 technology lending program is currently occurring during the Spring semester and is planned for the summer of 2014. Pasadena ISD was fortunate to receive a Bill and Melinda Gates Next Generation Learning Planning Grant. Through this grant and under the guidance of an expert technical assistance provider in the field of personalized learning, a team of curriculum and instruction administrators, principals, teachers, technology administrators, community partners, and the deputy superintendent created the vision for personalized learning (PL) for students in Pasadena ISD. Success of PL is dependent on the use of dedicated devices and electronic instructional material.

The team viewed best practices locally and across the nation. The explorations resulted in the team identifying organizations to train and prepare the Pasadena ISD staff on various aspects of PL during the Fall 2014 semester. Additionally, teachers participated in workshops geared towards strategies for teaching in a 1:1 technology lending program classroom. Topics covered were lesson design, online tools, classroom management, and Project Share.

Additionally, the district and campus staff will set required competencies for teachers to achieve. Staff members will develop personal professional development plans to promote growth and target needed areas. For example, the district is currently identifying base-level technology competencies based on the State Board of Educator Certification and International Society for Technology Education standards. Skillsets that are relevant for personalized learning are part of these competencies. Staff professional development plans will be reviewed by campus administrators. Teachers will access the professional development through various methods of delivery including job-embedded, face-to-face, virtual, personal learning communities, summer institutes and just-in-time training. Professional development hours will be tracked in Eduphoria Workshop and expenses paid by Pasadena ISD prior to the start of the Technology Lending Program grant. By the time the staff is ready to share electronic instructional resources with their students, they will have completed a year's worth of professional development.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology infrastructure is growing stronger each year and is adequate to support student lending devices. A technology bond referendum in 2011 allowed the district to purchase devices for each student at four pilot campuses. The 1:1 technology lending program will expand to the remaining six intermediate campuses during the 2014-15 school year. To accommodate the increase in students on the network with devices, the district has upgraded the bandwidth, wireless access points and electricity infrastructure. Each campus will have a full-time employee to provide technical support for the students using the 1:1 devices. A Campus Liaison is assigned to each 1:1 technology lending program campus to oversee the check-out/check-in process of the wireless Internet access equipment.

Technology integration in the core content curriculum is important to the successful creation and use of electronic instructional material. The implementation of the pilot 1:1 technology lending program resulted in gaps in student performance on the TAKS test for the pilot campus. For the pilot campus, the district realized there was limited curriculum to support the teachers in using technology in the classroom in 2011. The focus of the district shifted towards curriculum development that deeply integrated the technology. Since completing and implementing the newly integrated curriculum at the 1:1 campuses, student achievement on the STAAR test has increased. There was an eight-point increase on the 7th grade Mathematics test and 20 point increase on the 8th grade Social Studies test in 2013. The district presently has curriculum for all 7th and 8th grade core content subjects.

Additionally, the district provides an open wireless network for students and staff to use throughout the district's facilities. During the first year of the1:1 technology lending program, the pilot school received wireless Internet for use at home through a partnership with Verizon. However, the cost associated with providing this access was not sustainable in the long-term without an alternate solution. In creating the 2011-14 Technology Plan, the committee proposed creating a district-wide wireless network that will allow Pasadena ISD students to access the Internet from home using their district-provided devices for a lower cost to the district and the students. While Pasadena ISD is working towards assembling the infrastructure to support student devices at school and at home, creating this wireless network is a three-year project, leaving students unable to access electronic instructional material at home for the next three years.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     The ability to learn anytime and anywhere is how the 21st Century student learns most effectively. "Effective learning environments do not limit themselves to time or space, but comprise a variety of support systems that take into consideration the ways in which we learn best as well as the unique learning needs of each student."[1] To successfully personalize learning and engage students in their education, students will need access to the Internet, with a filtering software, at anytime and anywhere they are using their device.

     Internet access remains uneven among the students in the district. Approximately, 20% of the students attending the four intermediates and one alternative school program do not have access the Internet. To meet the need of the students attending these schools, the district has received approval from the Board of Trustees to build a district-wide community wireless network that is accessible to all of the students in Pasadena ISD. The process of building the wireless network will occur within a three-year period. The Technology Department is working to receive FCC approval for the towers and is partnering with the city of Pasadena to gain city approvals. When the network is complete, access to the Internet is estimated to cost only $17 per month per student.

     While the network is under construction, the district will establish community hotspots in the city of Pasadena. The eight hotspots will create safe collaboration spaces such as the library or a community center. The Technology Department will work with the city of Pasadena to establish eight hotspots in various areas. Construction will begin July 1st.

     Both of the above projects will take a significant amount of time to complete. However, the Technology Lending Program grant will allow Pasadena ISD to provide at-home wireless Internet access for five of the neediest campuses serving 7th and 8th grade students in Pasadena ISD immediately.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     Success of the Technology Lending Program (TLP) grant depends on the support teachers and students receive as they shift how instruction is delivered. Teachers will need support in using the technology to teach courses where technology is infused. Additionally, students may have issues with their equipment or the electronic instructional resources associated with their core academic classes. Pasadena ISD has staff readily available to support the campuses and resolve issues with student equipment.

     Presently, a Chief Technology Officer supervises a strong team of instructional technology experts. The Pasadena ISD Instructional Technology department is led by a director who works with a staff comprised of a manager of the Pasadena Virtual School, and seven Instructional Technology Specialists who train and provide assistance to the 62 campuses within the district.

     Intermediate 1:1 technology lending program campuses currently have two Technology Liaisons. The Technology Liaison is a teacher who assists teachers with technology integration and also provides training. Each 1:1 campus will also have a full-time computer technician to support the program and assist students who have issues with their devices and the Internet.

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[1] Machodo, Joseph. (2009) *Develop 21st Century Learning Environments: Change ideas of time and space for learning.* Retrieved May 2, 2014 from http://creativeeducator.tech4learning.com/v09/articles/Developing_21st_Century_Learning_Environments#ixzz30YldBlGe

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding from the Technology Lending Program (TLP) grant will allow the district to provide wireless Internet access to students at the neediest intermediate schools in Pasadena ISD. Students will receive a district-purchased device for use at school and home during the school year. The Instructional Technology Department will work under the direction and guidance of the Chief Technology Officer to secure the best rates and highest quality Internet access service available for home use.

The TLP grant will be administered through the district Instructional Technology Department and the Curriculum and Instruction Department. The Directors of both departments will work with their district specialists to ensure the four intermediates and one alternative school program and their technology staff receive support with troubleshooting equipment issues and working with campus teachers to effectively use electronic instructional materials regularly in the classroom. District Instructional Technology staff will work with the Campus Liaison to distribute the wireless Internet access equipment at the same time the devices are distributed to the students. The participating four intermediates and one alternative school program will follow the same procedure for check-in and check-out.

Curriculum and Instruction staff will assist each campus-based Liaison with training and coaching their campus teachers on the use of electronic instructional material. If the electronic instructional material is not producing the desired outcomes, the liaison will inform the district Curriculum and Instruction staff so modifications are quickly made and the changes are communicated to the other campuses and core content teachers.

Check-out/Check-In Procedure: Once the *Technology Lending Agreement* and the user fee is received, the Campus Liaison will distribute a device and wireless Internet access equipment to the student at the beginning of each school year. Students unable to afford the user fee may receive a waiver on a case-by-case basis determined by the principal. The Campus Liaison will maintain records for all devices that are checked out and will manage the check-out/check-in process. To ensure the devices and the Internet access equipment are still in the care of the student and are in good working condition, the Campus Liaison (CL) and a dedicated Computer Technologist will perform "check-ins" once per semester. During the equipment check, the CL will compare the bar code numbers to the Equipment Master List. If the equipment does not match the numbers listed on the Master List or is damaged, the student will have the responsibility of locating the correct device or, if it is determined the device was intentionally damaged, the student will be responsible for the full cost of the repair.

Maintenance of the Devices: Each device and wireless Internet access equipment issued to a student in Intermediate school is expected to last through their high school years. Thus, maintenance of the device and wireless Internet access equipment is essential to extend the life of these tools. When the devices and wireless Internet access equipment are checked during the "check-ins," the students will make the Campus Liaison (CL) aware of any issues with the device. The CL will work to resolve any equipment problems with assistance from the dedicated Computer Technologist and the district Technology Department. While the student device is under repair, the student will receive a loaner device issued by the CT.

The Campus Liaison will troubleshoot any issues with the wireless Internet access equipment, in addition to the devices, throughout the year. The Computer Technologist will provide technical assistance and repair any equipment that is malfunctioning. Documentation will be kept by the CL on each computer work order that is issued.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD has established guidelines to ensure all technology lending equipment is inventoried, tracked, and maintained. Equipment will be identified with a bar code and assigned to a specific student. The students will sign a device Agreement that indicates the barcode must remain on the device at all times. During equipment "check-ins" one time per semester, the Campus Liaison will check the barcode against the Equipment Master List. If the barcodes do not match or the student is unable to produce the device, the Campus Liaison will provide this information to the campus administrator. An investigation will begin to locate the device. All student devices are equipped with tracking software that helps to locate them if lost or stolen.

Each student will pay a required $25 device and wireless Internet access user fee each year for Accidental Damage and Protection Coverage. Parents may pay the sum in one payment at the beginning of each school, or in special cases two installments. Parents who are unable to pay the fee will receive a fee waiver, on a case-by-case basis, as determined by the campus principal. The user fee will not cover loss or damage of the device due to negligence. If a device is loss or damaged and the campus determines the damage was intentional, the student is responsible for the full cost of the repair or replacement of the device.

At the end of each year, students will check-in their device to the Campus Liaison. Students will receive the same device the following year after the parent submits the *Technology Lending Agreement* and establishes a payment plan for the user fee or pays the amount in full.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the Technology Lending Program, Pasadena ISD will use a *Technology Lending Agreement* currently in use by the district's 1:1 technology lending program, as a foundational document. In addition to this document, Pasadena ISD will include a section on at-home Internet use. The *Technology Lending Agreement* for student use of their dedicated device was developed by a committee of district and campus administrators and is reviewed and refined on an annual basis. The topics the handbook will cover are:
- Program purpose,
- Program guidelines,
- Reference and mastery of the Digital Citizenship strand of the Technology Applications TEKS,
- Student responsibilities (including responsible use, use of district's digital resources, and *Responsible Use Policy*),
- Parental responsibilities,
- Care of device,
- Device security,
- Fees, fines, and repair (including details on the accidental damage and protection coverage),
- Internet access and use,
- Texas Penal Code, and
- The student and parent device agreement.

Each student and parent are required to sign, date, and submit the form to the Campus Liaison before equipment is distributed for the 1:1 technology lending program. Each year, the student and parent will submit a new form. The Campus Liaison will keep the forms on campus as part of their Technology Lending Program documentation.

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